

Changing of the Land – Teacher Pre-visit information

Concepts

Students journey through the 10,000-year history of our local area, from Native Americans to the growth of the milling industry and the emergence of Simpsonville Village. While hiking, they'll learn how the cultures from these different periods of time survived by using the land to their advantage. They will get a glimpse at how the land surrounding the nature center has changed as they visit the ruins of the mill race and Simpsonville mill. Finally, students will see how the land is being used today and how it continues to change as modern day civilization inhabits it.

Program Activities

During the indoor introduction, students will explore four different time periods and the **cultures** of different populations that lived on this land during those periods. They will also discover how the land and its resources provided for these populations.

During the outdoor hike, students will be given hands-on demonstrations and questions to help them explore the land and how different cultures used its resources during the past 10,000 years.

Previsit Suggestions

Read *Life in a Longhouse Village* (Native Nations of North America) - Bobbie Kalman;
Or read *Woodland Indians* (Illustrated Living History Series) - C. Keith Wilbur
Or read *The Earliest Americans* - Helen Roney Sattle

Explore the history of the wheat industry in Maryland from when European settlers first arrived until its collapse. When was the first flour mill built in Maryland? What year was Baltimore the world's largest exporter of wheat? When did the wheat market collapse?

To expand students' ideas of our own culture, generate a list of our State Symbols with your students. (Examples: State flag, bird, dog, fossil, flower, tree, sport, motto, insect, etc.)

Vocabulary

Artifact – a simple object (such as a tool or weapon) that was made by people in the past

Culture – the beliefs, customs, arts, etc., of a particular society, group, place, or time

Nomadic- having no permanent settlement; populations that lived in this way moved from one location to the next frequently in search of food and other resources

Resources - a supply of materials (such as food, medicine or money) that someone has and can use when needed

Shelter - a structure that covers or protects people or things

Prey – an animal that is hunted or killed by another animal for food

Crops- a plant or plant product that is grown by farmers

Mills- a building or collection of buildings with machinery for manufacturing

Ore- a naturally occurring mineral containing a valuable constituent (such as metal) for which it is mined

Changing of the Land – Teacher Post-visit information

Dear Teacher,

We hope you enjoyed your recent field trip to the Robinson Nature Center. To help with follow-up in the classroom, we have developed the following post-visit materials:

- 1) Follow-up discussion
- 2) Follow-up activities

Follow-up Discussion

- 1) What are the four cultures that we explored at Robinson Nature Center?
 - Paleoindians
 - Woodland Native Americans
 - European Settlers
 - Modern Day
- 2) Describe the life of a Paleoindian.
 - Lived in small groups of 15-20
 - Nomadic – wandered the region following prey
 - Carried everything they needed with them
 - Hunted large animals, gathered berries, nuts, roots, seeds, insects etc
 - Used light-weight materials
 - Area was mostly wooded
- 3) Name the three Woodland Native American tribes of Howard County.
 - Piscataway
 - Patapsico
 - Shawnee
- 4) Describe the life of a Woodland Native American
 - Lived in a large group
 - Settled, lived in groups in long houses
 - Had more sophisticated tools, used pottery
 - Started farming, hunted smaller animals
 - Area was still mostly wooded
- 5) What are some changes that European Settlers made to the land and existing populations.
 - Decreased Native American population by 90% because of disease, loss of suitable hunting areas
 - Brought metal and mill technology
 - Cut down 90% of the forests
- 6) What are modern day people doing to conserve or rejuvenate the land ?
 - Preserving forested lands – now 40% forested and reforestation
 - Using more “green” technologies such as solar, wind, geo-thermal heating
 - Planting native species
 - Preventing more habitat loss
 - Recycling materials
 - Designing better infrastructure for water run-off such as rain gardens



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Follow-up Activities

Name three ways that you can reduce waste in your own home and three ways at school. Challenge your class to implement at least one of these ideas.

- Recycle
- Reuse items rather than buying new
- Buy used items
- Reduce how much you buy
- Choose to buy things with less packaging, or recyclable packaging

For more detailed information about the daily life of a Woodland Native American, explore this website with your students:

<http://71.114.108.171:8080/aemes/resource/woodland/index.htm>

Have your students complete the “Lives of the Native Americans and Settlers” activity. For this activity, your students will need 2 books by Marcia Sewall: *People of the Breaking Day* and *The Pilgrims of Plimoth*.



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Lives of Native Americans and Settlers

General Background

While controversy still surrounds the European colonization of the Americas, there were both benefits and drawbacks for European and Native American populations. Some of the benefits to Native Americans included their introduction to new technologies. Some of these technologies included plows, chisels and muskets. Europeans also introduced various crops and livestock including wheat, rice, barley, citrus, bananas, horses, cows, pigs, and sheep. Although these benefits changed the lives of many Native Americans in a positive way (according to the European point of view), Europeans also had a negative impact on the native populations. Europeans introduced diseases, used the natives as slaves, forced their removal from ancestral lands, and stole their treasures.

European investors and explorers understood and believed in the formula "Land = Power = Money" and this belief strongly influenced their colonial policies. A passion for gold, land, sugar and tobacco prompted Europeans to conquer new lands. They, in turn, benefited from the trade of fur and the introduction of new crops into their diet, including potatoes and corn. These crops were well-suited to the climates of northern Europe. Plants used for medicinal purposes were also introduced to Europe. However, Europeans also experienced drawbacks during the process of colonization. Many sailors and colonists lost their lives in the process of crossing the Atlantic or in skirmishes with native populations. Some historians believe that poor planning and organization and the naivete of some colonists may have lead to many of the hardships they faced: inadequate supplies, disease, starvation, and political infighting.

Elementary School – Culture Collage

Introduction

There are two books by Marcia Sewall about the life of the early European colonists and Native Americans after the founding of Plymouth colony: *People of the Breaking Day* and *The Pilgrims of Plimoth*. These resources will be helpful for students as they participate in the following activity.

Objectives

- assess the effect of contact between the Native Americans and Europeans after 1492.
- increase student knowledge of the early European colonists living along the East Coast of North America.
- gain a better understanding of the lives of the Native Americans along the East Coast of North America.



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Vocabulary

- belief
- native
- colonist
- technology

Materials

- construction paper
- markers, crayons
- art materials

Activity

1. Books (including those mentioned in the introduction about Native Americans and early European colonists) should be made available to students. These books can be read out loud by the teacher or students, or they can be read silently by students.
2. On the blackboard, draw a table similar to the one at the end of this activity.
3. Discuss the five cultural components with the students and have them define the components of each of the cultures noted in the table.
4. Place students into pairs or small groups and give them the art materials. Have each group focus on defining one cultural element from either the European or Native American culture.
5. The small groups should include the following information on their posters:
 - the title of the culture they are studying
 - the name of the element they are investigating
 - drawings representing their element of culture
6. When the pairs or groups have finished their culture collages, they may be shared with the rest of the class.
7. The class should then discuss the similarities and differences between the two cultures and help the teacher fill out the chart on the board.



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Cultural Component	European	Native American	My Community
Land			
Language			
People*			
Institutions/Beliefs			
Technology			

*Includes food, shelter, clothing, recreation, etc.